DOCUMENT RESUME

ED 239 803 RC 014 564

AUTHOR	Valverde, Leonard A.
TITLE	Office for Advanced Research in Hispanic Education: Project Activities and Accomplishments 1979-1983. Final Report.
INSTITUTION	Texas Univ., Austin. Coll. of Education.
SPONS AGENCY	National Inst. of Education (ED), Washington, DC.
PUB DATE	Aug 83
NOTE	23p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Achievement; Administrators; Aspiration; Bilingual Education; Early Childhood Education; *Educational Research; Elementary Secondary Education; Enrollment Influences; Financial Support; Health Needs; Higher Education; *Hispanic Americans; Leadership; *Mexican American Education; Migrant Education; Multicultural Education; Oral Language; Program Descriptions; Public Schools; Rural Youth; School District Reorganization; Student Attrition
IDENTIFIERS	Chicanos; *Office for Advanced Research in Hispanic Education; Texas; Undocumented Students

ABSTRACT

The Office for Advanced Research in Hispanic Education, funded from 1979 to 1983, was established to support research and to disseminate findings that focused on policy formation or policy implications for Hispanic education at all levels. During its 3 years of funding, the Office supported 16 research proposals in Texas, New Mexico, California, Arizona, and Virginia. The Office also supported two round table seminars (on bilingual education and Title VII programs) and an invitational symposium on Hispanics in higher education. The report includes a description of 15 of the funded projects, giving the title, the investigators and their affiliations, and an abstract of the project. The projects included studies of immigrant and Hispanic children in public schools, Hispanic administrators, Chicano students in higher education, college attrition, Chicano student retention and achievement, bilingual education, early childhood bilingual education, interdependent/cooperative bilingual education, school district structure and innovation, Mexican American student achievement, health and mental health needs of rural south Texas children, Hispanic females' aspirations, bilingual teacher and student language behaviors, and the impact of mandated enrollment of undocumented students. The report also includes summary information about the round table seminars and the symposium. (SB)

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Final Report of Project Activities and Accomplishments 1979-1983

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The *Office for Advanced Research in Hispanic Education*, of the College of Education at the University of Texas at Austin, was established in 1979 through a grant from the National Institute of Education. Its purpose is to support research and disseminate findings which have focus on policy formation or policy implications for the education of Hispanics at all levels. The Office seeks to promote the sponsorship of research by and about Hispanic scholars. While the focus is to assist Hispanics, no group of individuals is discriminated against. The geographical scope of the Office is targeted to serve (but not limited to) Texas, Arizona, California and New Mexico.

Research priorities for the office are established by a six-member Executive Advisory Board, and research findings are disseminated through Office publications and round table sessions. The publications, a newsletter *Memoranda Hispanica* and research reports, are designed to be relevant to the needs of the education community and interested public service organizations, and are provided free on a one-copy basis. Additional copies can be obtained at a nominal fee designed solely to cover the cost of production. The views expressed in the publications are those of the authors and do not necessarily reflect the views of the Office, the Executive Advisory Board, the College of Education or the University of Texas at Austin.

Inquiries about the Office and its activities or publications should be addressed to: Leonard A. Valverde, Director; Office for Advanced Research in Hispanic Education; EDB 310, The University of Texas at Austin; Austin, Texas 78712.

Office for Advanced Research in Hispanic Education

College of Education University of Texas at Austin

Final Report of
Project Activities and
Accomplishments 1979-1983

Leonard A. Valverde
Project Director

August, 1983

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OFFICE FOR ADVANCED RESEARCH IN HISPANIC EDUCATION

Final Report: 1979-83

Abstract

The Office for Advanced Research in Hispanic Education, of the College of Education at the University of Texas at Austin, was established in 1979 through a grant from the National Institute of Education and funded through February 1983. Its purpose was to support research and disseminate findings which have focus on policy formation or policy implications for the education of Hispanics at all levels. Supported research projects examined critical problem areas such as: Children of undocumented residents, Hispanic bilingual/cross cultural education, Hispanics in higher education, and financial inequity, segregation and paucity of Hispanics in educational leadership roles. It also sought to promote the sponsorship of research by and about Hispanics scholars. During its existence, the Office funded 16 research projects, organized round table seminars and an invitational symposium, and provided scholarly assistance to its researchers through a mentorship program.

Research priorities for the Office were established by a six-member Executive Advisory Board, and research findings were disseminated through Office publications and round table sessions. The publications, a newletter Memoranda Hispanica, research reports and a proceedings monograph, were developed to be relevant to the needs of the education community and interested public service organizations. The Office was targeted to serve (but not limited to) Texas, Arizona, California and New Mexico.

Final Report

In its three and one-half years of existence, the Office for Advanced Research in Hispanic Education conducted various activities related to its purpose, including the funding of advanced research with focus on policy formation or having policy implications for Hispanic education, the publication of sponsored research and office activities to disseminate such findings, and the organization of round table seminars and a major national invitational symposium on Hispanic leadership in higher education.

Supported Research Projects

During its three years of funding, the Office sponsored a total of 16 research proposals and collaborated with the Intercultural Development Research Association on a survey of undocumented students in Texas public schools. Proposals submitted for consideration were reviewed and recommendations for funding were made by the six-member Advisory Board, to represent the priorities set for the Office. Investigators whose projects were selected for one year of funding were provided the services of a mentor with expertise in the area of investigation in order to provide technical and scholarly assistance in the conduct of the research. Progress reports submitted during the course of the year were included for publication in the Office's quarterly newsletter, Memoranda Hispanica.

The geographic scope of such funding efforts by the Office covered Arizona (3 projects), California (4 projects), New Mexico (1 project), Texas (7 projects), and Virginia (1 project).

Round Table Seminars

Two round table seminars were sponsored by the Office. The first, held on April 28, 1980, focused on organizational strategies for bilingual education, and brought together a select group of individuals for the purpose of sharing perspectives, exploring issues and identifying areas for research and development. The second, held on July 2, 1981, was a presentation and discussion of research, focusing on a study of Title VII programs in a school after federal monies had been terminated. Specific attention was given to the role of the principal in the success and maintenance of the bilingual program.

Invitational Symposium

The invitational symposium, "Hispanics in Higher Education: Leadership and Vision for the Next 25 Years" was held on the University of Texas at Austin campus, April 29-May 1, 1982. It brought together a group of about 75 select individuals from institutions of higher education--Hispanic and non-Hispanic--to discuss the state of the art of Hispanics in higher education and to identify and formulate intervention strategies to enhance Hispanic leadership in the 21st century.

The format of the symposium was designed to provide participants the opportunity for formal and informal discussion, and consisted of presentation-reaction sessions followed by small group round table discussions which enabled

individuals to go beyond the scope of the major presentations in discussing issues and strategies. All papers and summaries of round table discussions have been published in the form of a proceedings monograph.

The remainder of this report outlines the abovementioned Office activities in greater detail.

Summary of First-Year Activities, 1979-80

A total of six research proposals were funded in the first year. Several issues related to Hispanic education were addressed by these research projects, including the following:

a) Hispanics in leadership roles

b) Children of undocumented residents

c) Hispanics in institutions of higher education and community colleges

d) Desegregation and Hispanic students.

The Office also sponsored a round table seminar which was held on the University of Texas at Austin campus. Each project is described below:

1. Title

Immigrant Children in Public Schools

Investigators

Gilbert Cárdenas
Estevan Flores
Devon Peña

Affiliation

The University of Texas at Austin
Pan American University, Brownsville, Texas

Abstract

A major policy issue of the 1970's concerning undocumented migration centered on the question of the public education of undocumented children. Aside from the strictly legal questions involved is the general question of the nature, impact and consequences of undocumented migration on the United States and its institutions. This report approaches the question of educational issues related to undocumented migration as an extension of the broader

question. Social, economic and demographic characteristics of undocumented migrant workers are first examined, followed by the status of undocumented children and their experience with the Texas public schools in Houston.

Results of the study indicate that undocumented workers in the Houston area have been subsidizing the Houston Public Schools rather than causing a financial drain. The majority of these undocumented workers do not have school age dependents and themselves have not benefited directly from the educational program of Texas. The admission to the public schools of school age children of undocumented workers by recent court rulings has resulted in the enrollment of no more than 12,000 students, far below expected figures. Finally, the data suggest that the majority of parents of such children, and other undocumented workers with no children in the United States will continue to maintain their contribution to the financial base of public education in Texas.

2. Title

Identification of New Mexico Hispanic Superintendents, and Principals' Job Entry and Survival Skills Study

Investigators

Ignacio R. Córdova
Joseph O. García
Kay Tenorio

Affiliation

University of New Mexico

Abstract

This study was designed to examine the experiences of Hispanic superintendents and principals in terms of training and administration. Job entry and survival skills of Hispanic superintendents and selected school principals in New Mexico public school districts were identified for purposes of developing a training and experience profile that could be utilized by Hispanic administrators aspiring for these positions.

The results of this study contribute significantly to the understanding of entry and survival skills of Hispanic superintendents. The data generally emphasize the importance of several factors including a) political skills and knowledge of the political system, b) knowledge of the culture, language and socio-cultural nature of the school district, c) on-the-job experience for skills that are different for Hispanic administrators and the ability of Hispanic administrators to enter and maintain their position as superintendents.

3. Title

Chicano Students in Institutions of Higher Education: Access, Attrition and Achievement

Investigators

Alfredo G. de los Santos, Jr.
Joaquin Montemayor
Enrique Solis

Affiliation

Maricopa Community Colleges, Phoenix, Arizona
Arizona State University, Tempe, Arizona
El Paso Community College, El Paso, Texas

Abstract

At a time when enrollments in institutions of higher education are declining, holding steady or increasing at very low rates, the educational needs of Hispanic adults is on the increase. As demographic trends appear to indicate, and individuals have predicted, the 1980's are going to be the decade when the educational needs of Hispanics are going to be a major national issue, and a number of crucial policy issues will have to be addressed, specifically related to enrollment/access, retention/attrition and completion/achievement.

This study is an effort to determine the comparability and compatibility of data already collected and available at the national, state and institutional levels so that access, attrition and achievement rates could be ascertained for Hispanic students enrolled in institutions of higher education, compared to other groups of students, in order to make appropriate recommendations. The major contribution this study yields is the overall finding that data collected by national, state and local institutions are neither comparable nor compatible. This finding is of great importance in a system where numerical counts determine many decisions concerning allocation of human and material resources.

4. Title

Attrition in an Open-Admissions College

Investigators

Juliet V. García
Hugo Rodriguez
Rosa Moreno

Affiliation

Texas Southmost College, Brownsville, Texas
Pan American University, Brownsville, Texas

Abstract

Since community colleges have adopted open-door policies, the students attending such institutions have increased in number, as well as in the variety of abilities, preparation, and ethnic and socio-economic groups they represent.

Unfortunately, as the number of students gaining access to higher education has increased, so has the number of dropouts. Although the number of Hispanic students entering Texas Southmost College seems to be increasing significantly, attrition rates are also high.

This project attempted to identify a) characteristics of beginning students enrolled in academic courses, b) exit categories for these students, c) the relationship between student characteristics and exit categories and d) a method of determining probable success or failure of future students. The study was planned to provide a data-base of enrollment and attrition patterns, with implications for future policy, program and research recommendations.

Major findings included the recognition of the need for an ongoing data-base and systematic methods of collecting student information at the institution. The absence of such information naturally impedes the development of policy and administrative procedures to improve enrollment and attrition patterns. Programmatic recommendations include a) counseling and advisement procedures, b) academic developmental programs in the basic skill areas, c) staff and faculty training sessions on problems related to attrition and enrollment, and d) orientation sessions for new students, and financial aid programs and other activities aimed at retention of such students.

5. Title

Bilingual Education and Desegregation: A Look at Hispanic Children in Chicago Public Schools

Investigators

Abdin Noboa
Ricardo Fernández

Affiliation

Latino Institute, Reston, Virginia
University of Wisconsin at Milwaukee

Abstract

The interface of desegregation and bilingual education has become a continuing concern with the growth of voluntary and court-ordered desegregation plans. School desegregation remedies which do not include special provisions for the protection and maintenance of special targeted programs can seriously affect adequate delivery of these programs, and at times their very continuance. This project reviewed the Feasibility Plan prepared by the Office for Civil Rights (OCR) in 1979. This plan outlines the feasibility of an alternate desegregation plan to address the needs of racial and special linguistic groups attending Chicago's multi-ethnic school district.

Analysis of the plan suggests that the student size of special language programs would decrease, that programs with more than 100 students may attract larger resources, and consequently, that as the size of the program decreases,

program quality and available resources might possibly diminish unless budgets are considerably increased.

6. Title

A Bilingual, Bicultural Program and its Effects upon Chicano Student Retention and Achievement in a Community College

Investigator

Raul Vega Romero

Affiliation

California State University, Dominguez Hills

Abstract

This study sought to examine the effects of a bilingual, bicultural program primarily with relation to its impact upon Chicano student retention and achievement in a community college. The principal intervening variable was perceptions of cultural acceptance or rejection of students of Mexican descent in the college environment, and the subsequent impact on persistence and achievement. Other variavbles investigated were: perceived college benefits, perceived possible attrition factors and other non-culturally specific school climate dimensions.

Results of the study indicate that bilingual program participation does have a positive effect on persistence and achievement, primarily the latter. Moreover, bilingual program students were found to have more positive perceptions of their cultural acceptance in the college environment than non-bilingual program students, as well as more positive impressions regarding non-culturally specific, affective interactions with instructors and peers. Positive perceptions in all of these areas were found to be predictive of increased retention and achievement for bilingual program students.

Round Table Seminar Summary

Organizational Strategies for Bilingual Education: Issues for Mexican Americans in the 1980's

This three-hour seminar was held on April 28, 1980 in the College of Education, at the University of Texas at Austin. The major goals were to share perspectives, explore issues and identify areas for research and development. Participants represented academics, public school and state agency administrators, and R&D personnel. The two focal points of the discussion were the definition or conceptualization of bilingual education and strategies by which the goals of bilingual education could be achieved.

Identified strategies included: 1) a needs assessment of bilingual educators; 2) a delineation of the levels of intervention which most need influencing; 3) gaining more information and understanding about existing bilingual

education organizations; 4) an inventory of other organizations of relevance; 5) the development of coalition groups with other Hispanic and ethnic groups; 6) an examination of the role of parents; and 7) a consideration of the issue of Mexican Americans' political representation.

Summary of Second-Year Activities, 1980-81

The Office for Advanced Research in Hispanic Education funded a total of seven research proposals in its second year of funding, 1980-81, and held a round table seminar on Chicano educational leadership in a bilingual program. Issues addressed by these studies included the following:

a) Bilingual education

b) Achievement of Hispanic students

c) Review of bilingual education research, and

d) Health and mental health needs of Hispanics in South Texas

Each research project is described below.

1. Title

Handbook on Bilingual Education Research

Investigators

Joe J. Bernal
Mary Esther Bernal
Albert Cortez
Gloria Zamora

Affiliation

AVANTE Foundation, San Antonio, Texas
San Antonio ISD, Texas
Intercultural Development Research Association, San Antonio, Texas
LAU Technical Assistance Center, IDRA

Abstract

This project was initiated to provide a research section to a document used by the Texas Association for Bilingual Education (TABE) entitled, "Legislative Action Network Manual". In the process, the authors, members of the TABE Legislative Committee, opted to revise and upgrade the entire document.

The section for which funding was provided by this office addresses bilingual education research in three distinct areas: (i) Program Effectiveness, (ii) Funding for Bilingual Education, and (iii) Civil Rights Sanctions.

Within each of these components the researchers have focused on: a synthesis of empirical research in program effectiveness, a discussion of research in the funding of bilingual education programs, and a clarification of the relationships between Civil Rights sanctions, litigation, legislation and bilingual education, respectively.

On the basis of the material presented, the authors suggest that bilingual education is rapidly becoming an excellent model of quality education, and recommend that such a program should become available to all students who value bilingualism, in view of its positive educational, economic, social and political ramifications.

2. Title

Bilingual Education in Early Childhood: A 5-year Follow-up

Investigators

Eugene E. García
Carlos Vallejo

Affiliation

Arizona State University

Abstract

This project was a follow-up study of participants in a previous longitudinal study of bilingual acquisition in 3- and 4-year old children. This 5-year follow-up investigation relates to language use and interaction patterns. Observations of Spanish/English use by parents, children, siblings and peers were conducted at home. Interview data concerning Spanish/English language use by parents, children and school personnel were gathered and school achievement data were also secured. The data were then analyzed for patterns of communication and school achievement.

Results of the study suggest that a) the children's language continued its growth in English with minimal maintenance of Spanish, b) the children's academic success may have been positively influenced by the bilingual preschool experience during their third and fourth years of life, and c) all parents perceived their own involvement in their children's education as important.

While the data are positive in their implications for bilingual experiences of young children, the significance of these findings are somewhat tentative due to methodological constraints. More intricate and comprehensive research is necessary to establish causal relationships between the variables examined in this study.

3. Title

An Approach to Interdependent/Cooperative Bilingual Education and Measures Related to Social Motives

Investigator

Alex González

Affiliation

California State University, Fresno

Abstract

Bilingual education programs have not focused much attention on two important aspects of education as it takes place in the classroom: human dynamics and the utilization of children as teaching resources. Recent findings indicate that these two facets of instruction offer potentially positive contributions from both a theoretical and applied perspective.

This study sought to examine the effects of an interdependent/cooperative approach to teaching and learning in a bilingual education setting, in order to a) investigate the efficacy and effects of the jigsaw technique in a bilingual instructional setting, and b) to focus on the concept of social motives, its measurement, and its interaction with other variables. Subjects for the experimental group were drawn from two bilingual classrooms at the third and fourth grade levels at two schools in central California. One bilingual classroom and one non-bilingual classroom at each grade level served as control groups. Variables measured by the study include self-esteem, ethnic perceptions, achievement and social motives.

Results of the data analysis suggest that self-esteem and achievement increased for the experimental group, who also had more cooperative scores for social motives than students in regular classrooms. Moreover, the bilingual classes displayed higher gains overall on these measures. The findings of this study serve to point the way for future investigation and research, and appear to point to the potential merits of the technique that require further examination.

4. Title

School District Structure and Innovation: The Adoption of Bilingual Bicultural Program Technology

Investigator

John J. Halcón

Affiliation

University of California at Santa Barbara

Abstract

This research project sought to examine the effects of the structural characteristics of school districts on the adoption of bilingual education programs. Specifically, it investigated the problem of how organizational structure influences the willingness and capacity of a school district to adopt the technology of bilingual bicultural education.

In this study, structural characteristics included a) organizational size, i.e., number of students served and amount of Title VII dollars received; b) professionalism, i.e., minimum competencies required of Title VII classroom teachers and program administrators, and amount of time spent for instruction by aides in Title VII classrooms; and c) decentralization, i.e., locus of decision-making with regard to Title VII programs, for allocation of funds, and nature of groups involved in the process of developing, as well as the development of the bilingual program curriculum. The dependent variable, technological innovations, was factored into three components: product, process and client-served innovations.

Results of the study appear to support the relationship between certain school structure and technological innovation. Schools which are decentralized, more professionalized and larger (in amount of Title VII funding) are also more likely to be innovative. The researcher suggests that such schools may also be more able and more willing to adopt a wide range of the available technology. The report concludes with a set of recommendations to aid school districts in the process of decentralizing decision-making precesses related to specific bilingual program needs.

5. Title

Factors Affecting the Achievement of Mexican American Students

Investigators

Norma G. Hernández
Jorge Descamps

Affiliation

The University of Texas at El Paso

Abstract

The focus of this research was to review the literature on the achievement of Mexican Americans, with emphasis on empirical studies conducted during the last 15 years, with the specific purpose of a) identifying ideas that have received empirical support, b) developing a model that would assist in predicting and possibly modifying achievement of Mexican American students, c) isolating promising hypotheses that could be used by educators as a basis for decision-making, and d) making recommendations to improve curriculum methods, school-home relations and teacher education in this area of inquiry.

Approximately 500 research documents were analyzed, most from refereed professional journals, the rest from monographs and studies appearing in books. All studies examined by the investigators were classified according to one of five major-division topics that emerged: Schooling, Bilingualism and measured intelligence, Intelligence testing, Educational sorting, and Personality factors (cognitive style, social motives, locus of control, and other factors including cultural characteristics, family and higher education). Studies with each factor were further subdivided into factor components, and summaries were written for each study. An overview of the state of the art was developed for each factor. Further, studies with weak designs or about peripheral topics were omitted.

6. Title

Health and Mental Health Needs of Children and Families in Rural South Texas

Investigator

Robert Trotter

Affiliation

Pan American University, Brownsville, Texas

Abstract

This project was funded to organize a policy development conference on adolescent and child health and mental health in rural South Texas. Primary objectives of the conference were to produce for the first time, position papers that clearly defined the health needs of the rural residents of South Texas, with special focus on the dominant Mexican American population; and to bring together health professions in the area to make them aware of these identified needs, and to examine the roles of schools and other institutions in addressing them.

The conference attracted approximately 100 representatives of health, mental health, and educational institutions from south Texas, and brought together researchers and practitioners with national and international reputations in their fields. Discussion papers presented at the conference included the following:

1. "Bicultural Models of Mental Health for Schools and Communities" by Dr. Lebrado de Hoyos, School of Social Work, Pan American University, Brownsville, Texas.

2. "Findings of the Mexican American Mental Health Research Project" by Dr. David Ramirez, Director, Mental Health Research Project, Intercultural Development Research Association, San Antonio, Texas.

3. "Promoting Health and Mental Health among Staff Members and Students through Effective School Administration" by Dr. Leonard A. Valverde,

Professor of Educational Administration and Director, Office for Advanced Research in Hispanic Education, University of Texas at Austin, Texas.

4. "Community Action Agencies and Health and Mental Health in Rural Communities" by Francisco Zarate, Executive Director, Community Action Council of South Texas.

5. "The Texas Department of Community Affairs and the School: Cooperative Programs" by Mary Tijerina, Planning Analyst, Texas Department of Community Affairs.

6. "Incorporating Traditional Health and Illness Beliefs in Developing Programs for Schools and Communities" by Dr. Robert Trotter II, Department of Behavioral Sciences, Pan American University, Brownsville, Texas.

Round Table Seminar Summary

Leadership in a Bilingual Education Program

This round table seminar was held on July 2, 1981, in the College of Education of the University of Texas at Austin to present and discuss research conducted by Dr. Paul Sandorff and Dr. Consuelo Nieto, both of California State University at Long Beach. The primary focus of the study was to conduct a follow-up investigation of a bilingual program after Title VII funding had been terminated. Goals for the study included: a) to describe what the program was like before the cut-off of Title VII funds; b) to describe the program one and two years after the cut-off of funding, and c) to describe the processes by which the change transpired.

One of the major findings that emerged out of the study was the dominant role of the principal in the success of the school and in the development and maintenance of the bilingual program. This principal is Mexican and the school is predominantly Mexican American in composition. The principal is characterized by his/her ability to combine the role of Chicano (or Chicana) advocate with that of traditional instructional leader. This study provides the opportunity to analyze the process of institutionalization and serves to illustrate both appropriate and inappropriate strategies.

Summary of Third-Year Activities, 1981-82 (extended through Feb. 1983)

A total of three research proposals were supported in the third year of funding, 1981-82. Further, the Office sponsored a symposium on Hispanics in higher education, and collaborated with the Intercultural Development Research Association, San Antonio, on a survey of the impact of undocumented student enrollment in selected Texas public schools.

Issues addressed by the above activities included:

1. Teacher and student language behaviors in bilingual settings

2. Aspirations of Hispanic females for marriage, children, education and employment, and

3. Hispanic leadership for the next 25 years, particularly in the southwest.

All the above projects (except for one funded study that was granted an extension) are described below.

1. Title

Aspirations of Young Hispanic Females for Marriage, Children, Education and Employment

Investigators

Sally J. Andrade
Marcia G. Torres
David G. Ramírez

Affiliations

Center for Applied Systems, Inc., Austin, Texas
City University of New York, New York
Intercultural Development Research Association, San Antonio, Texas

Abstract

This report summarizes some recent research on the aspirations of young Hispanics in relation to relative differences and similarities between them and young Blacks and Whites. Data from the 1979 National Longitudinal Survey of Labor Force Behavior and the 1980 High School and Beyond Survey were cross-tabulated to compare issues of family formation, educational attainment and occupational aspirations by racial/ethnic group and gender for both samples.

Findings are discussed in relation to the interaction between sex and ethnicity in terms of its effect on young people's perceptions of their ability to achieve. There appears to be no basis for the attribution of less motivation or more traditional gender roles to Hispanics in comparison to other groups. Policy implications of the findings are also discussed.

2. Title

Teacher and Student Language Behaviors in Contrasting Bilingual Contexts

Investigators

M. Beatriz Arias
Maria Teresa Delgado
Rosalinda Quintanar

Affiliation

Stanford University, Stanford, California

Abstract

This study sought to contrast the allocation of specific teacher instructional behaviors related to the implementation of bilingual Language Arts curricula in grades 1 through 3 in two comparable bilingual programs. Trained observers visited six classrooms for a minimum of two days to observe the entire Language Arts curricula in both languages and to interview the teachers.

Analysis of the data suggest that teachers allocate their language behaviors specifically with regard to content area: Spanish was used in Spanish classes and English was used in English classes. Students appeared to follow their teachers' example by being similarly consistent in their use of the two languages. Additionally, it was found that teachers directed fewer correcting and questioning behaviors toward limited-English-proficient students than non- or fluent-English-speakers. It is to be noted that these results are exploratory and the consequences of the differences in teacher and student language behaviors need to be investigated.

3. Title

The Impact of Mandated Enrollment of Undocumented Students in Selected Texas Public Schools

Investigators

Leonard A. Valverde
Albert Cortez

Affiliation

The University of Texas at Austin
Intercultural Development Research Association, San Antonio, Texas

Abstract

In light of the scant research on this issue and past overestimated counts of undocumented student enrollment in Texas public schools, this study was designed to survey those districts with large concentrations of undocumented students, to acquire information on the impact of such students on their districts. A total of 66 districts were surveyed, representing a cross-section of urban, rural and suburban school districts, and drawn from all geographic areas of the state. Of these, 49 responded to the questionnaire.

Results of the survey revealed that, in the absence of state agency inquiries on actual undocumented enrollments, selected high-count systems--primarily those in urban areas--do not have accurate, updated totals. Moreover, the majority of districts reported a need for additional bilingual personnel; a good percentage noted the need for more facilities, and a few

perceived the need for more specialized support personnel. Finally, most districts preferred unrestricted use of any monies allotted for such students, and supported the incorporation of impact funds into the state's Foundation program. More research is needed on these issues so that up-to-date, accurate data are available to guide future policy development.

Symposium Abstract

Hispanics in Higher Education: Leadership and Vision for the Next 25 Years

This invitational symposium was held on the University of Texas campus, April 29 to May 1, 1982. It brought together a select group of about 75 individuals with experience in institutions of higher education--representing administrators, faculty, professional staff as well as doctoral students--to determine the state of the art of Hispanics in higher education and to generate strategies which will enhance their advancement in the next 25 years, particularly in the southwest.

Six major papers were presented, each by a prominent Hispanic scholar, followed by reactions from selected Hispanic and non-Hispanic academics. Issues addressed by these presentations were:

1. The purpose of Hispanic academics in higher education
2. Access to higher education
3. The role of the community college in developing Hispanic leadership
4. The role of the Chicano academic and the Chicano non-academic community
5. The preparation of Hispanics for academic careers, and
6. A research agenda for Hispanic policy.

These presentation-reaction sessions were followed by small group round table discussions to provide participants the opportunity for discussions with colleagues in an attempt to shape intervention strategies. The outcomes of such sessions were shared with the entire body of attendees.

All major papers, reactions and summaries of the round table discussions have been published in the form of a proceedings monograph for distribution to all participants, invitees who were unable to attend, and selected agencies and institutions.

Publications

A. MEMORANDA HISPANICA Newsletter

Volume I, Numbers 1-4 (1979-80)
Volume II, Numbers 1-4, (1980-81) [no. 1 out of print]
Volume III, Numbers 1-3 (1981-82)

B. RESEARCH REPORT SERIES

de los Santos, A. & Montemayor, J. Chicano students in institutions of higher education: Access, attrition and achievement. Monograph Volume I, No. I. 1980. (Out of print.)

Valverde, L. A. & Garcia, S. B. (Eds.). Hispanics in higher education: leadership and vision for the next twenty five years. Proceedings of the invitational symposium. Monograph Volume II, No. I. 1982.

Valverde, L. A. & Cortez, A. The impact of mandated enrollment of undocumented students in selected Texas public schools. Monograph Volume III, No. I. 1983.

C. ROUND TABLE SEMINAR REPORTS

Andrade, S. (Ed.). Organizational Strategies for Bilingual Education: Issues for Mexican Americans in the 1980's. June 1980.

Sandorff, P. & Nieto, C. Leadership in a Bilingual Education Program. July 1981.

D. FINAL REPORTS OF SUPPORTED RESEARCH

1979-80

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